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Application

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124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

137588 - TLC Application for Madrid CSD

Teacher Leadership and Compensation System

Status: Under Review
 Signature: Brian Horn
 Submitted Date: 2015-10-14 09:12:37
 Submitted By: Brian Patrick Horn

Applicant Information

Project Officer

AnA User Id BRIAN.HORN@IOWAID
 First Name* Brian Patrick Horn
First Name Middle Name Last Name
 Title:
 Email:* bhorn@madrid.k12.ia.us
 Address:* 201 N Main Street

Organization Information

Organization Name:* Madrid Community School District
 Organization Type:* K-12 Education
 DUNS:
 Organization Website:
 Address:

City* Madrid Iowa 50156
City State/Province Postal Code/Zip
 Phone:* 515-795-3241
Phone Ext.
 Program Area of Interest* Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)
 Fax: 515-795-2121
 Agency

Phone: Iowa
City State/Province Postal Code/Zip
 Ext.
 Fax:
 Benefactor Vendor Number

Cover Sheet-General Information

Authorized Official

Name* Brian Horn
 Title* Superintendent
 Organization* Madrid CSD
If you are an individual, please provide your First and Last Name.
 Address* 201 N Main Street

City/State/Zip* Madrid Iowa 50156
City State Zip

Telephone Number* 515-795-1401
 E-Mail* bhorn@madrid.k12.ia.us

Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name*	Sandy Johnson		
Title	Business Manager		
Organization	Madrid CSD		
Address	201 N Main Street		
City/State/Zip	Madrid	Iowa	50156
	City	State	Zip
Telephone Number	515-795-1400		
E-Mail			
County(ies) Participating, Involved, or Affected by this Proposal*	Boone County, Dallas County, Polk County		
Congressional District(s) Involved or Affected by this Proposal*	3rd - Rep David Young (R), 4th - Rep Steve King (R) Congressional Map		
Iowa Senate District(s) Involved or Affected by this Proposal*	2 District Map		
Iowa House District(s) Involved or Affected by this Proposal*	1 District Map		

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.* No

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.* No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.* No

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.* Yes

Name of Person Submitting Certification.* Brian Horn

Title of Person Submitting Certification* Superintendent

Recipient Information

District* Madrid Community School District
Use the drop-down menu to select the district name.

County-District Number* 08-3942
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific Mr.

Name of Superintendent* Brian Horn

Telephone Number* 515-795-1401

E-mail Address* bhorn@madrid.k12.ia.us

Street Address* 201 N Main Street

City* Madrid

State* Iowa
Use the drop-down menu to select the state.

Zip Code* 50156

TLC Application Contact

Honorific Mr.

Name of TLC Contact* Brian Horn

Telephone Number* 515-795-1401

E-mail Address* bhorn@madrid.k12.ia.us

Street Address* 201 N Main Street

City* Madrid

State* Iowa
Use the drop-down menu to select the state.

Zip Code* 50156

Demographic Profile

October 2014 Certified Enrollment 685

October 2014 Free/ Reduced Lunch % 27

AEA Number 11

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number* Model 3 – Comparable Plan

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

The Madrid Community School district is located in the southeast corner of Boone county and includes small portions of Dallas and Polk counties within its district boundaries. Madrid has a steadily growing enrollment. Looking back over twelve years, in 2003 - 2004 the district certified enrollment was 569, and in 2014 - 2015 the certified enrollment grew to 680. Madrid has two schools, a K - 6 building and a 7 - 12 building. The district also serves preschool for 4 year olds through community partnerships. The current percent of students that qualify for free and reduced lunch is 34% and, recently, this percent and the number of students being served on IEP have both increased.

Student achievement at Madrid has been consistently above the state average and a large majority of graduates go on to post secondary institutions after graduation. There is a large commitment by the board, community and staff to high quality education that can be evidenced by some of the following:

- Madrid elementary selected as a first-year pilot school for C4K/MTSS
- A voter-approved PPEL that funded high-speed fiber to both buildings, updated network infrastructure and the start of the district 1:1 initiative

- High-functioning PLCs through the district
- A bond issue that passed by over 72% for school infrastructure projects
- Updated curriculum and professional development on research-based strategies
- Two new, modern and state-of-the-art high school science classrooms that have separate learning and lab areas funded by board-approved sales tax revenue bonds
- At-risk room and programming for student support added during the 2013 - 2014 school year
- State-wide voluntary preschool partnerships with 3 community partners, allowing all 4 year olds access to preschool starting in 2014 - 2015

Even with these supports and successes, the district recognizes that continual improvement and gains in student achievement are the top priority. Our district mission statement reflects this by saying, "The Community of Madrid will work together to maximize the ability of all students to succeed in society." We believe this mission, our goals, and the goals of the TLC program all align to help us continue with our successes and develop more success. The TLC planning committee developed the following goals for the Madrid TLC program.

Goal 1: Improve student achievement by strengthening instruction.

Goal 2: Retain effective teachers by providing enhanced career opportunities.

Goal 3: Promote collaboration by developing and supporting opportunities for teachers.

Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership and responsibilities, and involve increased compensation.

Goal 5: Improve student achievement by strengthening instruction.

The model the committee selected was model 3, a comparable plan with the following positions:

- Learning Coordinators (Two positions: .25 at the elementary and .25 at the secondary)
- Instructional Coaches (Two positions: .5 at elementary and .5 at secondary)
- Technology Infusion Coaches (Two positions: .5 at elementary and .5 at secondary)
- Mentor Teachers (Eight positions: 4 at the elementary and 4 at the secondary)

With the Madrid and TLC goals and vision all in alignment, we look forward to a successful grant, successful implementation and, most importantly, improved achievement for our students. To help ensure success, the TLC committee will annually evaluate the effectiveness of the overall TLC program and, if needed, make adjustments that will most benefit student achievement.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from previous application?*

No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.

b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

The Madrid TLC plan is a plan that was developed over years of stakeholder input. The application and plan took multiple years to develop and there was some minor turnover in committee membership, as normally would occur over multiple years. The committee met formally eight times and had many collaborative working "assignments" and input via Google Docs outside of the formal meetings. Not all of the planning grant funding was used during planning, and the remaining funding will be used for grant implementation planning once successful in securing the grant.

The planning committee first met during the 2013 – 2014 school year. The committee initially consisted of four teachers, two community

members (non-educators) and four administrators. The work at this time began with gaining understanding of the grant and its components, developing a TLC vision, studying the different samples and systems, comparing those different ideas and concepts with Madrid's current system, determining what would work well within the Madrid system and initial development of the TLC positions, job descriptions and application processes for a TLC system. The committee also began the work of communicating the TLC concept and vision to the staff.

During the 2013 – 2014 school year, it was determined by the committee to wait to apply. There were a variety of reasons for this, the two biggest being competing initiatives for time and focus, and the desire to wait to develop something that would be more closely aligned to the eventual beginning of the Madrid 1:1 initiative. With the planning of a 1:1 initiative, the committee wanted to align positions of instructional coach and technology infusionist to this change.

During the 2014 – 2015 school year, the committee had the administrators visit two schools that had received the grant and were in their first year of implementation, then bring back information to the group. Work continued on research and developing of the Madrid plan, taking into account what was learned at the two district visits. During the summer of 2015, the committee worked to finalize the development of a TLC system and application for Madrid. During the summer of 2015, the committee grew to now include seven teachers, along with the four administrators and two parents.

The discussion of the committee has been rich and vital to the ultimate plan. A variety of positions were discussed, including mentor teachers, model teachers, instructional coaches, lead teachers, learning coordinator, technology infusion coach and other options for positions. Conversations also took place around the impact of leadership roles on the culture of the district and the buildings.

The planning and discussion did not follow a "lock step" pattern. Discussions, creation and refinement of planning built off of previous discussions and work. It was not a process of completing one component, then the next, but instead each conversation seemed to build the TLC system looking at it as a whole, and not individual parts. It worked well that discussing something like job description would also include application process, evaluation, etc. This worked very well for the committee to view things as a holistic system.

The parents and teachers played a large role in development of all aspects of the plans. The teachers were able to bring concepts that will enhance the climate and culture of our current environment. An example of teacher input was, to ensure that the climate is affected positively by these new TLC positions, it needed to be communicated and reinforced early and often through the entire process that these positions are not administrative or evaluators of staff. This even led to a training in August 2015 of AEA staff presenting on what instructional coaching is, and what it is not. The parents were able to bring in aspects from their workplaces and job experiences to lend to the concepts of leadership within the workforce. Parents were able to provide examples and experiences in the workforce where similar positions are used in their workplace. All stakeholder groups provided unique information that is reflected in the Madrid plan, and all stakeholder groups support the plan that was developed.

Some of the planning activities included discussion of different position options, ranking job description criteria/roles, providing feedback on concerns with a TLC system, and many more activities. With all of this work, we kept our district mission, "The community of Madrid will work together to maximize the ability of all students to succeed in society" as our guiding principle. This plan represents hours of discussion, review, planning and development that took place over multiple years. This commitment is evidenced in full administrative support, a majority of teacher support and full board support. The board did approve the application and applying for the TLC grant by a 5 - 0 vote during their October 12, 2015 regular meeting.

Narrative

Using Part 2 application narrative from previous submission?*

No

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;

-reward professional growth and effective teaching; and
-improve student achievement.

Vision

The Madrid Teacher Leadership and Compensation Vision is in direct alignment with the district vision. The vision of the Madrid TLC system is to improve student learning through a teacher leadership program that emphasizes professional development, professional growth and support in individualized learning and technology integration for students and staff that lead to increased student learning. This vision will directly support the district mission of, "maximizing the ability of all students to succeed in society."

Goals:

Goal 1: Improve student achievement by strengthening instruction.

By providing teachers with opportunities to work with teacher leaders, teachers will be able to identify and work on areas of classroom instruction that need additional support. Providing excellent instruction will lead to improved student achievement. The district currently has no instructional coaches or technology infusion positions.

The Madrid TLC plans also address the local need for increased technology in classroom instruction, the district adopted and implemented a 1:1 Chromebook technology initiative at the junior high, and made additional carts of Chromebooks available to K-6 grade students. To facilitate and support this initiative, our goal is to create a Technology Infusion Coach. This individual will work directly with teachers to assist in the integration of technology in classroom instruction. The coach will be instrumental in helping both teachers and students acclimate to the new initiatives while working towards seamlessly integrating technology.

Madrid has been fortunate to have high scores in student proficiency that can be evidenced below. But there is still room for growth and improvement.

2014 - 2015 Iowa Tests Percent Scoring Proficient and Advanced - Full Academic Year Students

Grade Level	Reading		Math		Science	
	Percent Proficient	Percent Advanced	Percent Proficient	Percent Advanced	Percent Proficient	Percent Advanced
2	85.7	38.1	83.4	40.5	76.2	31.0
3	83.9	33.9	91.1	23.2	84.0	16.1
4	84.2	31.6	86.9	23.7	94.7	34.2
5	90.0	37.5	90.0	35.0	95.0	27.5
6	86.9	41.0	85.2	31.1	90.2	42.6
7	82.5	25.0	95.0	20.0	92.5	17.5
8	82.6	28.8	77.0	21.2	88.5	17.3
9	91.7	35.4	87.5	29.2	93.7	31.3
10	80.4	14.3	85.7	12.5	92.9	12.5
11	80.4	15.7	76.5	13.7	78.4	19.6

Goal 2: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

The district currently offers a starting salary in the amount of \$37,767. Early retirement and near proximity to the Des Moines Metro area and Ames does create turnover and opportunity to unique TLC positions in these larger districts. The best a district can do is provide a culture, professional development and supports that are attractive to promising young teachers. The mentor teacher positions will allow this, and all TLC positions will allow new opportunities for those who are looking to pursue such positions. The Madrid TLC plan builds and sustains a professional and supportive culture and allows opportunity in the future.

Goal 3: Retain effective teachers by providing enhanced career opportunities.

The following four new teacher leadership positions in the district will be established: Model Teachers, Curriculum Leaders, Mentor Teachers and Instructional Coaches. All teachers are provided equal opportunities to pursue the teacher leadership positions. These new opportunities will be provided to at least 25% of the staff, providing the Madrid staff with enhanced career opportunities that they have never had before.

Goal 4: Promote collaboration by developing and supporting opportunities for teachers.

The TLC grant will provide teachers with rich opportunities to interact and collaborate with teacher leaders. Teachers will be able to strengthen their classroom instruction by watching and interacting with Mentor Teachers, Instructional Coaches, and Technology Infusionists, and by working with a Learning Coordinator to ensure implementation of the Core Curriculum. Opportunities for

collaboration for the teacher leaders will also be provided on a weekly basis. Currently, the Madrid district has all teachers as members of PLCs. The Madrid TLC plan, by creating opportunity, networking, modeling opportunities, etc., like never before will greatly enhance what is already a collaborative system.

Goal 5: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership, responsibilities, and involve increased compensation.

Teachers who are hired in the teacher leadership roles will receive a stipend depending upon the role they take. Instructional Coaches, Learning Coordinators, and Mentor Teachers will plan and deliver professional development that is enriched with quality initiatives that will benefit the district and teachers. Currently, there is an informal system of staff leadership, but the TLC systems will allow for a formalized system where teachers can develop their leadership skills and be provided (and compensated for) these enhanced career opportunities.

Using Part 3 application narrative from previous submission?*

No

Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

When designing the Teacher Leadership Program, four major existing efforts came to light that needed to be aligned with the components of the TLC plan and the development of professional learning coordinators, instructional coaches, technology infusion coaches and mentor teachers as part of the plan.

These four goals are to improve reading instruction, increase teacher collaboration and leadership, increase technology integration in classroom instruction, and provide mentoring and support to new teachers.

Improvement of Reading Instruction

The Iowa Department of Education has identified two buildings in the district as Schools in Need of Assistance. In order to address this deficit and improve reading achievement, we have secured an AmeriCorps tutor who works with K-3 students implementing reading interventions, according to their universal screening (Formative Assessment System for Teachers-FAST) scores. Students who fall below the goal line in FAST enter into our Title 1 program. Students who fail to demonstrate reading proficiency during the school year are provided evidence-based interventions and additional learning opportunities to aid in increasing proficiency through our Title 1 program.

But this is not enough. The ability to model lessons, fully collaborate, network, have to design and research, and to have a coaching resource is not there without a successful TLC program and the newly created professional learning coordinators, instructional coaches and technology infusion coaches.

Increased Teacher Collaboration and Leadership

To provide more time for teacher collaboration and leadership, the school calendar was adjusted for scheduled early dismissals on every other Wednesday afternoon (2:00-3:45). During these inservice times, the teachers participate in Professional Learning Communities (PLCs). In addition, teachers collaborate during grade-level common planning time within their weekly schedule. A sample of activities teachers are engaged in during this time include the following:

- Planning, practicing and debriefing lessons
- Organizing, analyzing and summarizing data
- Solving problems related to student learning
- Locating evidence-based strategies (CRISS)
- Reading, reflecting, and sharing research-based articles that support learning goals
- Modeling lesson and strategies
- Working with Core Curriculum

As can be seen, there have been great efforts in collaboration and building teacher leadership, but focused positions such as the professional learning coordinator, instructional coach and technology infusion coach to provide support, time, data collection, data support and study, provide resources and provide coordination of these resources and networking must take place or we will never get to the level of success which we desire. This cannot be done without a successful TLC program.

Increased Technology Integration in Classroom Teaching

Addressing the need for increased technology in classroom instruction, the district adopted and implemented a 1:1 Chromebook technology initiative at the junior high, and additional carts of Chromebooks available to K-6 grade students. To facilitate and support this initiative, our goal is to create a Technology Infusion Coach. This individual will work directly with teachers to assist in the integration of

technology in classroom instruction. The coach will be instrumental in helping both teachers and students acclimate to the new initiatives while working towards seamlessly integrating technology. The work to this point has been good, but we need to take the next step; without the Madrid TLC structure, the resources will not be there for staff to continue to improve and infuse meaningful technology that increases student achievement. The technology infusion positions are needed to propel our current momentum to full success and would provide resources for tech integration, modeling, resource collection and data collection and study.

Mentoring and Support to New Teachers

Our current mentoring program involves local "classes" and additional time with a local mentor. It is a nice local program that does well, but is not as good as it could be. This is no fault of the mentors, but is, instead, an issue of time and structure that would allow mentors more time with the new staff and also allow them to get into the classrooms to observe, to model, or to allow the new teacher to observe other staff. Without the TLC grant, we would continue to have a fine mentoring system, but not the gold standard that we desire. All TLC positions would play a role in the success of new teachers. In the Madrid plan, the mentor teacher would play the biggest role for this additional support, and the resources we would receive in our plan would be an additional 5 days of mentoring and induction for new teachers.

Using Part 4 application narrative from previous submission?*

No

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

The Institute for Education Sciences conducted a study between 2007 - 2012, which found that 17% of new teachers exited the profession. As a small district, we often find ourselves in competition with the larger metro districts.

We work closely with Iowa State University, as well as other colleges and universities, to bring prospective teachers into the district as practicum and student teachers. Our hope is to promote the small school atmosphere by showcasing our class size, community efforts to support the school and activities, technological advances, professional development, our partnership with DMACC, and the participation in our extra curricular activities. Despite our efforts, we have a difficult time recruiting teachers, especially at the secondary level and in positions that are often difficult to fill, such as special education and math/science positions.

Our proximity to larger metro schools lures teachers from our district. Our student population continues to grow at a slow, steady/manageable rate, but the retention of teachers continues to be difficult as we compete with schools which are more metropolitan in make up.

Currently, our mentoring and induction program is done at the local level. Teacher mentors support the first and second year teachers, meeting with them on a regular basis to build relationships, promote our district, offer guidance in district expectations, and lead new staff in letting data drive decisions. Our mentors and mentees go into the classrooms to observe, and we have peer review in place; however, due to the lack of personnel, coverage is often difficult. Our current program does not allow such things as allowing mentors to model lessons, observe and give feedback in a timely manner, if at all. Our TLC plan would allow this big improvement.

Another component of our mentoring program is led by our district administrators. They follow the BEST mentoring program. This is designed to address the first and second year teachers who are employed by the Madrid Community School District. Through these sessions, we address specific topics including professional characteristics, teacher practice, asking for assistance, etc. We believe that, through the TLC grant, we will be able to provide more professional development opportunities to both our first and second year teachers, as well as our more experienced teachers.

The Madrid school district has provided support for the TLC program, and has included stakeholders gathering input, suggestions for design, and feedback so that we were able to keep our staff members informed about the decisions being made, as well as the progress toward our goal of implementing the TLC grant. There is excitement for staff to see how we could provide more opportunities for collaboration and support to staff which would be a critical component of receiving the grant. We believe the TLC grant would allow our district greater ability to provide support and effective communication for our staff members, an area we feel can always be improved upon.

The Madrid Teacher Leadership Model would include:

- All new teachers to the district who have no previous teaching experience will have access to mentors
- Collaboration time will be increased so that teachers may observe, collaborate, and discuss best practice with each other
- Mentors will enjoy more frequent opportunities to observe classrooms and communicate with mentees
- An Instructional Strategist will help lead and mentor fellow educators in how to achieve the achievement goals of the district
- Support of research-based strategies previously dedicated to professional development time will now be more accessible and frequent, allowing for more time to focus on knowledge and practice skills.

Instructional Coaches and Technology Infusion coaches

- Positions would be for a span of one year, and then re-evaluated. The instructional strategist has the option to return to the original teaching position they held.
- These positions will not carry a .5 classroom teaching load.
- The instructional strategist will have ten additional days added to their contract for training, planning and professional development.

Mentor Teachers

Will develop, videotape and model lessons for all staff. The model teacher will incorporate best professional practice and research-based strategies.

- This will be a one-year position with re-evaluation at the end of the year. The model teacher may return to their position full time at the end of the year.

Narrative

Using Part 5 application narrative from previous submission? ☐ No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Current Leadership Structure

The current professional development leadership structure in Madrid continues to change and develop. These changes are moving towards more teacher leadership opportunities and professional learning communities replacing the old top-down structures of the past. There is maximum administrative involvement and support, with emphasis on teachers transitioning to teacher leaders that Teacher Leadership and Compensation will greatly support and enhance.

Below are the positions that would be new to the district when successful with the TLC application, along with three sample job descriptions. There will be more than three job descriptions, but for the sake of space, three samples that represent the general job duties well have been included.

Professional Learning Coordinators (Two positions: .25 at the elementary and .25 at the secondary)

Typical work day: .75 teaching and .25 learning coordinator.

Contract: Regular teaching with 15-day extended contract at \$400/day (\$6,000)

Job duties:

- Assists with selecting PD content (best instructional practices) and seeks and shares knowledge about theories, research, and effective practices in adult learning
 - Facilitates/leads the PD leadership Team at the district and/or building level using knowledge of PD standards
 - Builds congruence among PD, district/building goals, school system initiatives, and teacher leadership functions
-

Instructional Coaches (Two positions: .5 at elementary and .5 at secondary)

Typical work day: .5 teaching and .5 instructional coach

Contract: Regular teaching with 10-day extended contract at \$300/day (\$3000)

Job duties:

- Help colleagues by sharing instructional and professional resources, i.e., websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools, etc.
 - Work inside classrooms to help teachers implement new ideas, demonstrate lessons, engage in co-teaching, observing, and giving feedback (or having a coaching dialog)
 - Support ongoing, collective learning so teachers focus on practices that directly improve student learning
-

Technology Infusion Coaches (Two positions: .5 at elementary and .5 at secondary)

Job duties:

Typical work day: .5 teaching and .5 technology infusion coach.

Contract: Regular teaching with 10-day extended contract at \$300/day (\$3000).

- Collaborate with teachers in composing effective technology-infused, content-based lessons and support teachers as they implement the lessons in their classrooms.
- Researches technology integration techniques and resources and disseminates to instructional staff.

- Trains all staff in the use of technology and technology programs.

Mentor Teachers (Eight positions: 4 at the elementary and 4 at the secondary)

Job duties:

Typical work day: Regular teaching contract

Contract: Extended contract of 10 days at \$300/day (\$3,000)

- Serve as a role model for mentees; acclimate new teachers to a new school environment; and advise new teachers about instruction, curriculum, procedures, practices, and the political context
- Implement appropriate learning designs and invite teachers into their classrooms to observe, co-teach, collect data, etc.
- Share knowledge about the selection of appropriate learning strategies and how to implement these in the classroom.

Our TLC plan will provide a coherent new system that fits well with our current TLC system. The mentor teachers will serve as guides to the profession, but can also work with all staff as needed. The instructional coaches and technology infusion coaches will work with staff on instructional strategies, assessment, MTSS/Tier support, networking/observation opportunities and Iowa Core infusion. The Learning Coordinators will help scheduling and planning for the system, organizing professional development and PLC time based on the Iowa Professional Development Model. This structure will foster collaboration and a seamless structure to providing teachers with outstanding TLC resources.

Using Part 6 application narrative from previous submission? No

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Teacher-leadership job openings will be posted to inform Madrid teachers of available positions. Job descriptions for all positions will be shared with the staff through Google Docs. This will give staff access to these job descriptions 24/7 during the posting and hiring process. Interested applicants must have a minimum of 3 years of effective teaching experience, and at least one year of experience at the Madrid District. The Madrid District and Madrid Education Association have already come to an agreement of a Memorandum of Understanding for posting, process, transfers, etc., that align directly with this part, and other parts, of the application.

To apply for any of the positions (learning coordinator, instructional coach, technology infusion coach, mentor teacher), a candidate will need to submit a resume, credentials and one-paragraph responses to the following questions: Why are you interested in the position? What qualities would enable you to be an effective teacher-leader? What examples of professional development and leadership opportunities can the candidate provide? How would you plan to work collaboratively with staff in a teacher leadership position? And how would you promote professional learning for continuous improvement to improve practice and student learning? Other questions may be developed for this process with time.

The candidates for the learning coordinator and instructional coaching positions will be asked to supply a video, or be observed by the interview team, working with students. The focus of the lesson should be on the design of the instruction, student engagement and alignment to student or district initiatives or needs. The candidates for these positions will also be asked to supply a video of them working with a colleague or group of colleagues. The goal of the colleague video should be the ability to demonstrate communication skills, relationship building, ability to support growth plans of a teacher or group, questioning skills and listening skills.

Finally, all candidates will be asked to interview with the committee. Each committee member will be asked to look at the entirety of the candidate and their skills in the following areas.

- Evidence of individualized professional growth and planned continued growth.
- Evidence of focusing on student achievement.
- Evidence of using data.
- Evidence of leadership skills and taking on leadership opportunities.
- Evidence of effective communication skills.
- Evidence of support of the different building and district initiatives.
- Effectiveness of teaching practice.
- Evidence of collaboration with colleagues to enhance professional practice.

Questions will be developed to allow the candidate to highlight these areas.

Often, rubrics are created to determine a successful candidate. In this case, we feel that a rubric is inappropriate for a few reasons. First, these positions will have applicants who can show evidence in many of the above-mentioned skills, but it is not expected that they have demonstrated them all. The district does not want a rubric that simply awards a position based on points of past practice, but also wants to be able to determine a potential factor and commitment to learning and improvement if given an opportunity to become a teacher leader.

There is a desire that experience, though important, is not the only determining factor. Second, since there are many components to the interview process, looking at the entire body of work outweighs trying to develop and use a rubric. Finally, a major deficiency in a skill may not set up a candidate for the greatest chance for success, even though they may have an overall high score on a rubric. Therefore, it will be the committee that will need to come to a consensus through rich and meaningful discussion, looking at the entire body of work of the candidate and their abilities. These recommendations will then be presented to the superintendent, who will take them to the board of education. If they feel no candidate is right for a position, it will not be offered, and the position will be reposted.

Annually, the council will measure the effectiveness of the teacher-leader's performances based on the bulleted criteria above. The evaluation will be a reflective and portfolio process that the teacher leadership instructors will go through. Evidence of all the bulleted areas will be provided to the committee, along with an annual interview of the teacher leadership instructors in these areas. The questions during the interview time will be reflective in nature and provided to the instructors before the evaluation.

Teachers demonstrating competence or mastery of these traits will be considered for reassignment of their teacher leadership role and can complete a streamlined renewal process.

Narrative

Using Part 7 application narrative from previous submission?*

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

[Click here](#) To access the Iowa Professional Development Model page.

The TLC plan will include conducting a needs assessment so teachers will have input into what they need in order accomplish our district initiatives. The administration and teacher leaders will create the needs assessment and analyze the results to drive what professional development is desired and needed based on the data. The primary focus of professional development for the teaching staff will continue to

be successful implementation of high quality evidenced-based instruction and how to continue and enhance personalized learning. Using the professional topics identified by the faculty and the TLC Leadership Team, a professional development schedule based on the individual needs of our buildings will be established. The Jr/Sr and Elementary Learning Coordinators will help oversee the overall PD plan in each building. The district's Instructional Coaches will help guide professional development initiatives by providing relevant resources, feedback, and ongoing collaboration with teachers. The Technology Infusion Coach will train and collaborate with teachers in composing effective technology-infused, content-based lessons, and provide ongoing support in this program. Evaluation of the professional development will include a survey of all faculty members and a study of teacher implementation of our PD initiatives. The information from the program evaluation will be the evidence that verifies any necessary adjustments.

During the implementation of professional development, our Instructional Coaches will work collaboratively with our teachers for in-depth small group discussions around quality instruction and learning. The Instructional Coaches and Learning Coordinators will both have the responsibility to model, support, and give feedback on the newly learned strategies and skills through our professional development. Our Instructional Coaches will be available throughout the school day to observe and coach teachers as they implement our professional development into the classroom successfully. They will assess, provide feedback, and give guidance to the teachers on this implementation of professional learning. Our Learning Coordinators will also assist in helping our personalized learning system be successful by doing research and providing necessary resources to our teachers. The Learning Coordinators will oversee our individualized learning system and will be responsible for assisting teachers in reviewing and revising curriculum to better reflect the Iowa/Common Core content in order to ensure our students have the ability to accomplish what they need so they can learn and perform at a high level.

Alignment of TLC Plan and the Iowa Professional Development Model (IPDM)

IPDM Element: Collect and analyze student data

- The TLC Leadership Team will collaborate with classroom teachers to collect and analyze student data.

IPDM Element: Goal setting and student learning

- The TLC Leadership team will collaborate with classroom teachers to set goals for district initiatives. The initiatives include PLC, CRISS, Iowa/Common Core, Technology, Iowa Assessments and MAP.

IPDM Element: Selecting content

- The TLC Leadership Team will collaborate with classroom teachers to analyze learning data to understand the strengths, weaknesses, and gaps to be filled from the professional development materials, curriculum, and strategies.

IPDM Element: Designing process for professional development

- The TLC Leadership Team will create a professional development schedule and plan based on the needs of the classroom teachers observed through student data and survey findings.

IPDM Element: Training and learning opportunities

- Our District's Learning Coordinators will be available during the school day to help with implementation. Our Instructional Coaches will be available during district scheduled PD, before and after school, and during collaboration time. Other opportunities will be scheduled when needed.

IPDM Element: Collaboration and implementation

- The TLC Leadership Team will collaborate with classroom teachers at each step of the process. The Team will provide guidance and resources to ensure success.

IPDM Element: Continued and specific data collection (formative)

- The TLC Leadership Team will be responsible to collect data consistently, and this will be ongoing. This collection will take place through walkthrough data, classroom teacher implementation data, and student learning data.

IPDM Element: Adjust plan as needed:

- The TLC Leadership Team, with administrators, will make adjustments based on the results of an analysis of data.

IPDM Element: Program Evaluation (summative)

- As the data is analyzed and reviewed, the Teacher Leadership Team will determine the effectiveness of the program.

Using Part 8 application narrative from previous submission?*

No

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Goals	Short Term	Long Term
1: By June 2016, the TLC site committee, in collaboration w/central office, will implement the TLC recruitment, selection, & hiring plan for teacher leadership positions using stakeholder-generated criteria & processes.	Job descriptions compiled Selection criteria established Training plan for positions in place Review Committee appointed Application process in place Interviews scheduled Hiring process completed	# of teachers serving in a leader role each year Type of leader training provided based on identified prof growth needs Job descriptions & selection criteria revised based on feedback Salaries paid at intended levels
2: During 2016-17, the district will have 14 teacher leaders in place, trained in role responsibilities & supporting teachers' prof growth: (2) .25 Learning Coordinator (2) .5 Instructional Coaches (2) .5 Technology Infusion Coaches (8) Mentor teachers	Teacher leaders hired & trainings completed Min. from PD planning, teacher leader, & DLT meetings PD designed to meet learning needs based on data Self-evaluation of teachers' prof growth 2 times/yr Self-evaluation of leaders' professional growth 3 times/yr	Teacher leaders' effectiveness will be evaluated annually: 1) Documented compliance w/job responsibilities 2) Results of survey of teachers providing feedback on job performance based on criteria 3) Performance eval w/principal based on district Teacher Evaluation System & Teacher Leader Measures of Effectiveness 4) Results of annual reflective evaluation process w/site committee Teacher leaders' Professional Growth will be evaluated annually: 1) Develop 2-3 SMART goals on IPDP identifying areas for growth based on both IA Teaching Standards &

		<p>Teacher Leader Measures of Effectiveness; measure progress made as part of district teacher eval system</p> <p>2) Complete Teacher Leadership Skills Self Assessment at least 1 time/yr</p> <p>Teacher leaders & Admins complete School & District Capacity to Support Teacher Leadership Assessment</p> <p>Annual district eval of TLC with DLT to include review of job descriptions & responsibilities</p>
3: During 2016-17, all career teachers & mentees will receive ongoing feedback & meaningful support through the TLC system	<p>Teacher leaders will serve as mentors for new teachers</p> <p>Teacher leaders will meet weekly w/their mentees to assess learning needs & develop & implement plans to meet the new teacher's pedagogical needs</p> <p>New teachers will implement high-yield instructional strategies</p>	<p>Mentee survey data on perception of effectiveness of mentoring</p> <p>Teacher survey data on perception of effectiveness of TLC program</p> <p>MCSD will assign teacher leaders to serve as mentors to new teachers</p> <p>Teacher leaders will log visits w/their mentee & document plan for meeting the prof growth needs of the new teacher</p> <p>New teachers will submit an artifact documenting use of high-yield instructional strategies</p>
4: The % of teachers (new & veteran) retained by district will increase during 2016-18 biennium compared to 2014-16 biennium	<p>Principal formative assessment of mentees' feeling of support & increased confidence in teaching abilities</p> <p># of veteran teachers in teacher leader roles</p> <p>Classroom walkthroughs 3 times/yr</p>	<p>Exit interview data detailing reason(s) for leaving district</p> <p>Results of School & District Capacity to Support Teacher Leadership</p> <p>District teacher retention biennium data comparing 2016-18 to 2014-16</p>
5: Student achievement in reading, math, science will increase during 2016-18 biennium compared to 2014-16 biennium	<p>Increased student achievement in grades 2-11 on IA Tests reading, math & science tests among all subgroups</p> <p>Fall to Spring MAP growth data</p>	<p>IA Assessment achievement data comparing 2016-18 to 2014-16 AYP/SINA status</p> <p>MCSD will review IA Assessment trend data to analyze student learning & academic growth of subgroups</p>

	Other district formative & summative assessments	MCSD will review MAP testing data to analyze student learning & academic growth of students
6: Teacher leaders will work collaboratively within district classrooms to coach & model effective instructional strategies to promote the learning & academic growth of all students	Weekly classroom visits & collaborative teaching sessions facilitated by teacher leaders will occur Teachers will implement high-yield instructional practices	Teacher leaders will log visits to teachers' classrooms. Data will be compared to previous year's instructional coaching visits Data gathered during learning walks to document evidence of classroom implementation of high-yield instructional practices

As with any new groundbreaking project, MCSD understands the necessity to monitor & adjust the TLC plan as qualitative & quantitative data are analyzed to determine the impact. The plan submitted seeks to improve student learning. Besides state-required assessments, we will measure effectiveness by growth in standardized, district-wide assessments. While this growth & feedback is less immediate, we expect to see improved student learning.

Using Part 9 application narrative from previous submission?*

No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Madrid Schools is committed to providing teacher leadership opportunities. We will be filling our Instructional Strategist and Model teachers from within our school district. Roles for our TLC positions will include: modeling best practice for other teachers, collaborating, co-teaching, and also working directly with our students in the classroom setting. We view the TLC plan as a way to enhance our current system. Our allocation of staff will be made to best meet student and teacher learning needs, with long term objectives being to improve practice, create leadership opportunities, and retain staff.

Madrid has had success in the past with district initiatives, and the TLC system will serve to continue to propel and expand these successes. The most recent has been the implementation of CRISS learning strategies and high-function PLCs. Specifically, in the CRISS area, the district has supported a staff member in becoming a trainer, so we will have 100% access to CRISS training and information at all times. The TLC plan we have developed will only enhance this current success story by providing more focused professional development, modeling opportunities, networking opportunities and time to develop and hone skills.

Through the TLC, we will be able to personalize learning for students, improve the quality of professional learning opportunities, as well as improve instruction through the implementation of district initiatives.

Madrid has five full-time administrators, and all are in support of this plan. All teachers on the planning committee (7 teachers that represent a sample of our entire staff) are in support of the this plan. The building principals have communicated and worked with their Building Leadership Teams to help develop the plan and share the TLC system. Time has been spent informing the entire staff of the plan so all are already well informed. The school board received a copy of the plan and spent many meetings discussing the plan and the system during regular board meetings. During the October 2015 board meeting, they voted 5 - 0 for applying for the TLC grant. An MOU has also been developed that the board and MEA informally agree upon dealing with the contractual issues of the Madrid TLC plan and is ready for formal approval once Madrid successfully enters the TLC system. All groups have a vested interest in the success of the TLC program at Madrid.

Our vision is to have a more even distribution of leadership, which will positively affect teacher practices and improve student learning. The support and framework provided through our TLC plan will be critical in building support, so that we can continue to move forward.

We have included the positions of Instructional Strategist, Mentors, and technology coordinator, which should improve leadership capacity and learning opportunities for teachers and students alike.

There is a good base of capacity to get the TLC program off to a great start. Roles and responsibilities for district personnel to ensure future success after the good start will be:

Superintendent

- Clear and transparent communication of the progress, success and struggles to overcome of the program
- Budget oversight
- Proper plan implementation
- Recommendation to the board of successful TLC candidates
- Annual review of the TLC system from a district perspective

Building Administrators

- Facilitate and provide instructional support
- Communicate with all TLC positions on a regular basis on curriculum, instruction, assessment and instructional needs
- Monitor TLC programming at a building level
- Participate in selection of TLC candidates
- Annual review of the TLC system from a building perspective

Site-based TLC Committees

- Participate in selection of TLC candidates
- Annual review with building principals for the TLC system from a building perspective

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.* Yes

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.* Yes

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.* Yes

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.* Yes

Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.* Yes

Part 10 - Budget Items

Use of TLC Funds**Amount Budgeted**

Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$61,787.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$134,639.00
Amount used to provide professional development related to the leadership pathways.	\$17,884.87
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$214,310.87

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number* 685.4

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$214,310.87

Total Allocation \$214,310.87

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$214,310.87

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from previous application? No

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Goal 1: Improve student achievement by strengthening instruction.

Budget Alignment: All time within the TLC system is spent on this very item. The use and development of data, effective researched-based practices, and the ability to receive appropriate support for everyone from a first-year teacher to the most veteran is the entire focus of the system.

Goal 2: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

Budget Alignment: The beginning teacher salary exceeds the minimum, so no funding is required to get to the \$33,500 level. The professional development opportunities include all levels of budgeting, including additional paid time for mentoring, access to mentor teachers along with the instructional coaches, and funding to provide professional development related to the leadership pathways.

Goal 3: Retain effective teachers by providing enhanced career opportunities.

Budget Alignment: The addition of the leadership roles of professional development coordinator (two .25 FTE positions), instructional coaches (two .5 FTE positions), technology infusion coaches (two .5 FTE positions) and mentor teacher (eight teaching positions with full teaching load and a stipend) give over 25% of the staff the opportunity for enhanced career options with Madrid schools. The committee had a number of staff members express wanting this opportunity, but still teaching a full day and not leaving the “regular” classroom at all, while others were interested in being in the classroom along with a path for an enhanced career option in which some of their day was focused strictly on instruction leadership. The Madrid plan gives both options.

Goal 4: Promote collaboration by developing and supporting opportunities for teachers.

Budget Alignment: The Madrid TLC plan allows this like never before. This type of opportunity to have instructional coaches and technology infusion coaches at Madrid has always been discussed and desired, but there was no funding vehicle to get us there. This TLC grant allows this. The very nature and job description of the positions make collaboration and supporting teachers the top priority. This can be done with the coach, by networking opportunities with other staff created by the coach, by modeling, co-teaching, even having the coach take a class period to allow the staff member to collaborate or view another classroom.

Goal 5: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership and responsibilities, and involve increased compensation.

Budget Alignment: The Madrid TLC plan allows a reward for those who seek professional growth in career opportunities through extended contracts for those in leadership roles, and funding the costs for the teacher leaders who will spend part of their day out of the classroom.

Specific pathways and compensation

- Learning Coordinators (Two positions: .25 at the elementary and .25 at the secondary)
 - Typical work day: .75 teaching and .25 learning coordinator
 - Contract: Regular teaching with 15-day extended contract at \$400/day (\$6,000)
- Instructional Coaches (Two positions: .5 at elementary and .5 at secondary)
 - Typical work day: .5 teaching and .5 instructional coach
 - Contract: Regular teaching with 10-day extended contract at \$300/day (\$3000)
- Technology Infusion Coaches (Two positions: .5 at elementary and .5 at secondary)
 - Typical work day: .5 teaching and .5 technology infusion coach.
 - Contract: Regular teaching with 10-day extended contract at \$300/day (\$3000)
- Mentor Teachers (Eight positions: 4 at the elementary and 4 at the secondary)
 - Typical work day: Regular teaching contract
 - Contract: Extended contract of 10 days at \$300/day (\$3,000)

[Return to top](#)